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DEVELOPMENT OF AN INVENTORY TO ASCERTAIN THE PROBLEMS
" AND INTERESTS RELATED TO HOME ECONOMICS OF EIGHTH
GRADE GIRLS IN TWO COUNTIES IN NORTH CAROLINA

by

Mary Lou Hill Román Denning

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Approved by

Hildegard Johnson
Director

APPROVAL SHEET

This thesis has been approved by the following
committee of the Faculty of the Graduate School of the
University of North Carolina at Greensboro, Greensboro,
North Carolina.

Thesis
Director

Hildegarde Johnson

Oral Examination
Committee Members

Rebecca M. Smith

Iden C. Magee

Marian Franklin

April 29, 1965
Date of Examination

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The purposes of this study were to develop and to administer an inventory which would ascertain the recognized homemaking problems and interests of eighth grade girls enrolled in white and Negro schools in Duplin and Wayne counties in North Carolina during the 1964-1965 school year. The inventory was designed to be used by homemaking teachers as an implication for the course content for their own eighth grade homemaking classes.

The items on the inventory were selected from published materials for the eighth grade level. The inventory was pretested and revised before being administered. One hundred and forty-nine eighth grade girls in ten schools selected at random responded to the inventory. To obtain information on interests and problems, girls responded on a three point scale which read as follows: A. Wish I had some help on this; B. Somewhat of a problem; C. Know a lot about this. The letters, A, B, and C were assigned numerical values of 2, 1, and 0, respectively, so that a mean value for each item could be computed.

The items were ranked in the six areas of homemaking using the data from all the schools. The means of the responses of students in each of the six areas were used to show differences among schools and to show differences among areas. The responses of the students in six schools

were similar in all areas. Responses from one school were much lower than the others in every area, whereas, the responses from one school were much higher in every area. The responses from two schools showed a varied interest among the areas; they were lower in some areas but they were like the majority of responses in the other areas.

There was greatest interest in the foods area, as was indicated by the means of the six areas. The other areas according to their decreasing means were family relationships, child development, money management, clothing, and housing. There was no area in which the mean of the responses indicated high interest or that the students recognized many needs. The highest ranking items were nutrition as it affects personal appearance, understanding the development of the child, consumer education, clothing construction, and storage.

The inventory utilized in this study did not give a good indication of the problems and interests to be used in the construction of an eighth grade homemaking curriculum. One-third of the items had a mean value over 1.0, the number which indicates there is some problem. The means of the other two-thirds of the items were at points between the statements "Somewhat of a problem" and "Know a lot about this," indicating that there was little recognition of need to study this material. The researcher considered only those items which received a mean value over 1.0 to be of sufficient recognized need to warrant their inclusion in an eighth grade homemaking curriculum.

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CHAPTER I

INTRODUCTION

Home economics at the junior high school level too often has not met the needs of that age group and has succeeded in stifling interest in further study of home and family life in the upper grades. Administrators, supervisors, teachers, and parents suspect that the special needs and interests of these students are ignored (4, p. 2-3).

There is no curriculum guide for eighth grade homemaking in North Carolina. The State Department of Public Instruction has stated in a publication (18) that there is a need for such a guide. Presently, the teachers are developing their own guides, using those from other states or using material recommended for the ninth grade in the one-semester eighth grade homemaking course. The use of the material recommended for the ninth grade has caused many of the students to lose interest in home economics at the high school level. A drop in enrollment in the ninth grade home economics classes caused Ritter (22) to feel that, when the needs and interests of the students were met at the eighth grade level, students would choose home economics in the ninth grade.

Purpose of the Study

Every year there are more and more schools in North Carolina in which homemaking is offered at the eighth grade level. Since there is no curriculum guide for this age group, the study was designed to develop an inventory which would ascertain recognized problems and interests in homemaking. The inventory was designed so that it could be used by any homemaking teacher in planning the course content for her own eighth grade home economics class. The areas in which the girls indicated the most problems and interests could be one of the bases for suggesting course content for eighth grade homemaking classes where it is used throughout the state.

Need for a Curriculum Guide for Eighth Grade Homemaking

Havighurst (12) stated that efforts to teach beyond the needed developmental tasks of the child are wasted. Not until the "teachable moment" has arrived can gratifying results be achieved because the person is not ready to learn until then. The needs, problems, and interests of the eighth grade girls are not the same as those of ninth grade girls. A leaflet from AVA (2) in 1959 suggested that needs, interests, abilities, and activities of junior high school students should be studied and a plan be made suited to this age level.

There is a great amount of personal stress associated

with the eighth grade level. Much disorientation is produced by the sudden loss of childhood status. Factors which make this period a difficult one are its abrupt onset, differences in rate of growth of the various bodily functions, and changes occurring slowly (1, p. 59). The more obvious psychological reactions to bodily changes is an increased concern with grooming and personal appearance. The major problem the young adolescent has is adjusting to his changing body and changing self and the effects of these changes on his personal feeling.

Gesell (10) stated that girls at this age of development want security, want friends, want to be like their friends, and want to know that their peers approve of them. The desire to prove that they are growing up is very strong. The girls are becoming interested in the opposite sex. They are also becoming interested in the welfare of others. This is a time of withdrawing and for being alone. They are becoming independent from the family group and also from their own contemporary group. There may still be times when a fad will shape their fancy, but on the whole they are not slaves to the group as they were earlier (10, pp. 155-157).

Understanding of the characteristics of the early adolescent is fundamental in curriculum development. Teachers should know these characteristics, try to learn more of the needs, interests, and problems of these young

people, and utilize this information as a basis for curriculum planning.

CHAPTER II

REVIEW OF LITERATURE

Much research has been conducted concerning homemaking interests and problems of junior and senior high school students. The studies reviewed here are concerned with the eighth grade. Investigations appraising the content of state curriculum guides for homemaking and investigations indicating homemaking teachers' beliefs about curriculum were also included. Studies made before 1950 have not been cited because of social and technological changes.

Winston (28) in 1951 used an open-end questionnaire to gather data for developing a curriculum for junior high school homemaking. The objectives of the investigation were to find a pattern of home activities of seventh and eighth grade boys and girls; to determine their attitudes toward these activities; to find if there was a difference in home activities among rural, urban, and industrial communities; and to determine how home activities of boys and girls differed. The activities participated in most which are related to the present study were making selections in snacks and groceries, making repairs to clothes, caring for clothes, and caring for their own rooms.

In 1957 Secrest (23) did a comparative study of some of the responsibilities of a baby sitter as seen by the baby sitter, by parents and by authorities. The responsibilities reported most frequently by the students and parents were putting the child to bed, feeding and bathing him. She concluded that if more emphasis were placed upon teaching child care, the students would be prepared now as sitters and later as parents.

Williams (27) in 1962 did a study with 305 eighth grade girls to determine their buying practices of ready-made clothing. She found that the money needed for clothes was generally supplied by the parents, but that some girls used gift money and money that they had earned. Ready-made clothes were reported to have been purchased by 58.3 per cent of the eighth grade girls, whereas only 6.3 per cent of the girls reported having made their clothes themselves. Williams surmised that since very little home sewing is being done, too much school time is being spent on clothing construction and that there is a greater need for fabric study and consumer buying of clothing. Interest in studying consumer information to improve buying practices was reported by 84 per cent of the girls in the study. Cost in relation to quality, care of clothing, labeling legislation, and credit accounts were other items listed in order of importance.

The Department of Home Economics of the National

Education Association conducted a national study about "Teen-Agers and Their Money," (8) using the students enrolled in home economics classes in grades seven through twelve. According to this survey, 54 per cent of the students at the eighth grade level decided for themselves how to use their money. The items for which money was most frequently used included such things as movies, concerts, dances, and skating; buying gifts for the family ranked second. Over half of the girls bought grooming supplies. Forty-five per cent purchased clothes such as hose, blouses, and underwear.

To determine the responsibilities that girls are assuming in their homes, their attitudes toward these responsibilities, and the differences in responsibilities when the mother works, the Home Economics Department of the National Education Association conducted another national study (7). A higher proportion of girls whose mothers did not work cared for children and cooked the evening meal. Washing dishes, making beds, cleaning house, and dusting furniture were the responsibilities of 80 per cent of the girls whether the mothers worked or not. Approximately 40 per cent of these girls reported the responsibility of buying groceries. The making of clothes ranked under 20 per cent for girls from both types of families. The home responsibility which ranked highest in the clothing area was ironing clothes in families in which the mother worked.

Interests and Problems

In 1961 Neilsen (20) did a study to determine the personal and social problems that all students from grades eight through twelve in Iowa recognized in the areas of friendship and family living. The items related to this study which were problems to eighth graders were those concerned with getting parents to have insight into their problems, understanding their friends, settling disagreements with parents, and making decisions about doing things which are considered wrong. The item concerned with deciding how to spend money was not much of a problem to eighth grade girls.

In 1962 Wilhelm (26) conducted a study at the University of Houston to determine the felt problems, interests, and needs relative to homemaking activities of seventh and eighth grade girls. The study showed that 90 per cent of the girls in the eighth grade indicated an interest in being popular and attractive, earning money, buying food and personal articles, and caring for clothes.

To determine the relationship between the needs and interests of seventh and eighth grade students enrolled in homemaking in five New York State schools and the suggested homemaking plan for these grades was the purpose of the study conducted by Igoe (13). All the 278 students expressed interest in acquiring more knowledge in the eight areas of homemaking. Listed in order of rank, the largest

number of responses indicated a desire for learning more about family, personal, and social relationships; clothing; and family economics. Most students checked items indicating a desire to gain group approval and group membership, to gain independence and to improve personal appearance. Housing was the area in which the students showed the least interest.

To form a basis for extending the homemaking program downward to junior high school in Rome, Georgia, Darko (6) made a study using Igoe's (13) instrument to determine the interests of a group of junior high school girls in homemaking. The students were more interested in management, clothing, housing, and relationships than in foods, family economics, health, and child development. The interest of each grade level in management, clothing, and housing was high. There was a moderate increase in interest in the area of relationships from seventh to ninth grade. In the area of child development interest was highest at the seventh grade and decreased at eighth and ninth.

Some of the studies that have been done on interests of youth in homemaking education were reviewed by Cummings (5) to determine the main homemaking interest patterns among high school students. Selected were seven studies which involved 792 junior and senior high school students from five states. Some interest was shown in all areas of homemaking, and a high degree of interest in most areas.

Personal, social, and family relationships were the most popular. In the areas of relationships, clothing, and health, there was much similarity shown in the interest of pupils from all sections of the country represented. The junior high group rated higher those items that implied greater activity than did the older groups.

Gaines (9) used the questionnaire developed by Ritter (22) to find the importance of various experiences and problems which the girls in seventh through ninth grades thought should be included in homemaking courses. The items concerned with personal appearance, care of the home, and getting along with people ranked higher than did items concerned with selecting play materials for children and discovering the requirements for baby-sitting.

The purpose of the investigation conducted by Riddle (21) was to discover the experiences eighth, tenth, and twelfth grade girls thought important enough to be included in homemaking; to discover if there were differences among grade levels in the experiences the girls considered important to study; and to discover if there were differences which might in any way account for failure to elect a homemaking course. The following areas were listed in descending order of importance as indicated by the eighth grade girls: grooming; health and home nursing; clothing selection, construction and care; foods, meal planning, cooking, table service, nutrition; understanding of and care of

children; personal and family relationships; home furnishings and art in the home; home management and care of the home; wise buying and management of money.

In an effort to improve the junior high school homemaking curriculum, Barb (3) conducted an investigation to secure the opinions of seventh and eighth grade girls about units to be included in the homemaking program. The highest ranking items were using recipes, cleaning silverware, using good manners, being well groomed, getting along with family members, washing sweaters and blouses, and caring for children.

In an attempt to build a homemaking curriculum for the eighth grade girls, McCutcheon (16) conducted a research program to discover needs, problems, abilities, and interests of the eighth graders. A questionnaire was checked to indicate the homemaking units of greatest interest. Activities which helped students to improve their relationships with other people were rated high. The students' most urgent needs were indicated as wanting to achieve, to belong, and to make their own decisions. Their problems centered around health and physical development, relations with people, boy-girl relations, and self-centered concerns.

Content of Curriculum Guides

Smith (24) did a survey in 1962 to determine

recommendations for seventh, eighth, and ninth grade home economics programs. Obtaining information from twenty curriculum guides published during or after 1955, she found that 75 per cent of the curriculum guides recommended that enjoying children be emphasized in the eighth grade. Only one-half of the guides suggested that family relationships be taught at the eighth grade level. Grooming and simple garment construction were suggested by 30 per cent of the guides. Less than half the guides suggested teaching home furnishings at the eighth grade level. Only one-fourth of the guides suggested work in the area of personal and family finances. Only 10 per cent of the guides suggested that behavioral problems be taught in eighth grade.

Homemaking Teachers' Beliefs About Content of Curriculum

The purpose of the research by Kienzle (15) was to obtain homemaking teachers' beliefs and practices concerning the homemaking program for early adolescents. Teachers from small and large schools were included in the sample. A large percentage of teachers from the small schools such as those used in the present study suggested teaching good table manners, importance of nutrition, simple desserts, and family responsibilities at the eighth grade level. Shopping wisely, managing money, and understanding themselves and others were areas which fewer of the teachers thought should be taught at the eighth grade level.

Curriculum in the Public Schools

In 1959 the Home Economics Education Branch of the Office of Education conducted a survey for information about home economics programs in the public secondary schools in the United States (25). There was a sample of 4,300 public schools in fifty states and the District of Columbia. The information was analyzed by regions and by the states in that region. The largest percentage of time in North Carolina at the eighth grade level was spent on construction of clothing and preparation of food. Consumer education and buying were areas which received a very small percentage of classroom time.

CHAPTER III

METHOD OF PROCEDURE

The purposes of this study were to develop and to administer an inventory which would ascertain the recognized homemaking problems and interests of eighth grade girls. This inventory was designed so it could be used by any home-making teacher in planning the course content of eighth grade homemaking classes. The areas in which the girls indicated the most interests and problems may be used as one of the bases for suggesting course content for eighth grade homemaking classes where it is used throughout the state.

Development of the Inventory

According to the educational beliefs of the teacher, the homemaking curriculum can be developed by several methods. Hatcher and Andrews (11) stated that one way to build a curriculum is to assist the students in discovering their everyday problems and planning together experiences and activities which will be useful in helping them to solve these problems.

The basic assumptions for this study are these:

(a) that eighth grade girls are capable of recognizing some of their problems and interests, (b) that student response is one way of determining course content of an eighth grade

homemaking class, and (c) that an inventory is a means of determining interests and problems of eighth grade girls.

The curriculum guides from Iowa (14), New Jersey (19), and Minnesota (17), were consulted to determine what is recommended to be taught at the eighth grade level in these states. Possible items to be included in the inventory (Appendix A) were selected from 4-H Club manuals, home economics text books, evaluation materials, and pamphlets designed for this age group. No ninth grade level topics were included. The inventory was designed so that it could be completed in twenty to thirty minutes.

Before the final form of the inventory was administered to the sample, the original was given to five eighth grade volunteers of Warsaw Elementary School, a school not drawn in the sample. Permission was obtained from the principal to discuss the inventory and to administer it to the girls after school hours. This pre-test of the inventory was used to determine possible imperfections such as coding, spacing, grouping, and sequence, and to obtain information about the clarity of the items and the directions.

The original inventory had a four point scale--Very Important, Important, Slightly Important, and Not Important--which was designated as V., I., S., and N. Since there were practically no responses in the N column, the N column was eliminated. Because the V., I., and S. columns did not give a good spread of responses, another scale

description was used in an effort to determine the problems and interests of the girls. The scale at this point read as follows: A. Wish I had some help, B. A problem at times, C. Know a lot about this. Period leaders were placed from the end of each item to the response in the final inventory, since it was difficult for the students to follow an item through and to mark the correct response. Using the suggestions of the students, items were revised and restated. Words such as cafeteria, range, and grooming supplies were changed to lunchroom, stove, and beauty aids.

Before the inventory was mimeographed, the author discussed it with three additional eighth grade students and one seventh grade student at Warsaw School. These students suggested that some of the scale descriptions were not sufficient. "A problem at times" was thought by these students to have too much importance; "somewhat of a problem" was thought to explain the situation much better. Then the scale was revised to read: A. Wish I had some help on this, B. Somewhat of a problem, and C. Know a lot about this. The meaning of the coding response was placed on each page to insure appropriate markings of the responses. The method of marking the responses was changed from placing an X in the appropriate box to encircling A, B, or C.

Six areas included on the inventory were foods, clothing, housing, family relations, money management, and

child care and development. Management of energy and time was included under the appropriate units. The items pertaining to a related area of home economics were grouped together for efficiency of thought as the subjects marked the answers. The depth of each area was geared to the level thought to be that of eighth grade students.

The group of items in the beginning of the original inventory was changed from the area of family relations to the more tangible area of foods. Each item was constructed in a similar manner so that some form of consistency could be achieved.

Selection of the Sample

Duplin and Wayne counties were chosen as the geographical area from which the sample were drawn because they were close to the home of the author. The population for the study included only eighth grade girls enrolled in white and Negro public schools during the 1964-1965 school year. One section of the eighth grades from each school was used.

Information concerning the names of schools having eighth grades and the number of sections in each school was secured from the superintendents of Duplin and Wayne counties. The sample was drawn from an alphabetical list of the schools in both counties by the use of a table of random numbers. Eighth grade sections to which the inventories were to be administered in the schools were also a

random sample. Sections which were combination grades were not included in the sample.

Collection of the Data

The principals of the ten schools selected at random received a letter (Appendix B) explaining the nature of the study and asking for their cooperation. Enclosed with each letter was a self-addressed postal card (Appendix C) for the principal to use in confirming or rejecting the date suggested. Space for an alternate date and time was provided on the same postal card in case the time and date the author selected was not convenient. The teacher's name was also given to indicate the section to which the inventory was to be administered.

The inventory was administered by the author in each of the ten schools to 157 students. Four of the schools were Negro and six were white. The sample contained only 149 students since eight students were identified as non-readers and were not included in the sample. The teachers in each school were asked to indicate the students who were non-readers. These students were allowed to complete the inventory, but their papers were discarded later. The same oral directions (Appendix D) were given to each group. These directions were also printed on the inventory in modified form.

Treatment of the Data

The data were tabulated and analyzed according to the group as a whole. The items ranking highest in importance, as found by giving A, B, and C a weight of 2, 1, and 0, respectively, were used to indicate possible course content for eighth grade homemaking. Each of the six homemaking areas was tabulated separately to show the rank in each area. Also, each area was analyzed to show the deviations of the means of weighted scores for each school from the mean of all the schools.

CHAPTER IV

ANALYSIS OF FINDINGS

The data obtained from the survey of the interests and problems of eighth grade girls will be discussed in this chapter. The method of gathering data was an inventory sheet of 148 items covering all areas of homemaking. The scale used on the inventory was stated in the following manner: A. Wish I had some help on this; B. Somewhat of a problem; and C. Know a lot about this. For the analysis of data, A, B, and C were assigned numerical values of 2, 1, and 0, respectively, so that mean values of responses for each area, each school, and each item could be computed. The means of all responses for each of the six areas were ranked to show the interest level. Responses from the schools will be compared to show how one school varies from another. The items having a mean response that indicated the content to be of some problem to the students will be presented in tables and will be discussed.

Comparison of Areas

The responses were given a weight and the mean and standard deviation for each area was computed (Table 1). The overall mean response (.81) when plotted on the scale of interest from 0-2 was between "Somewhat of a problem" and

"Know a lot about this." When the standard deviation for the means of all areas was computed, it (.05) showed that there was little difference among the areas. The data revealed that greatest interest was expressed in the foods area; however, no mean of any area was as high as the numerical value given "B. Somewhat of a problem." The decreasing order of interest expressed by the sample for the other areas was family relationships, child development, money management, clothing, and housing. As a matter of fact, the students expressed a very low interest in housing. The spread of interest in the foods area was considerably smaller than any other area as was indicated by the small standard deviation .14. The standard deviation in the other five areas were similar to each other in size but larger than that of foods.

TABLE 1

MEAN AND STANDARD DEVIATION OF WEIGHTED RESPONSES
FROM ALL SCHOOLS IN THE VARIOUS AREAS

Area	Mean	Standard Deviation
Foods	.86	.14
Family Relations	.83	.18
Child Development	.82	.19
Money Management	.82	.20
Clothing	.77	.19
Housing	.72	.20

Mean of Means from All Areas .81
Standard Deviation .05

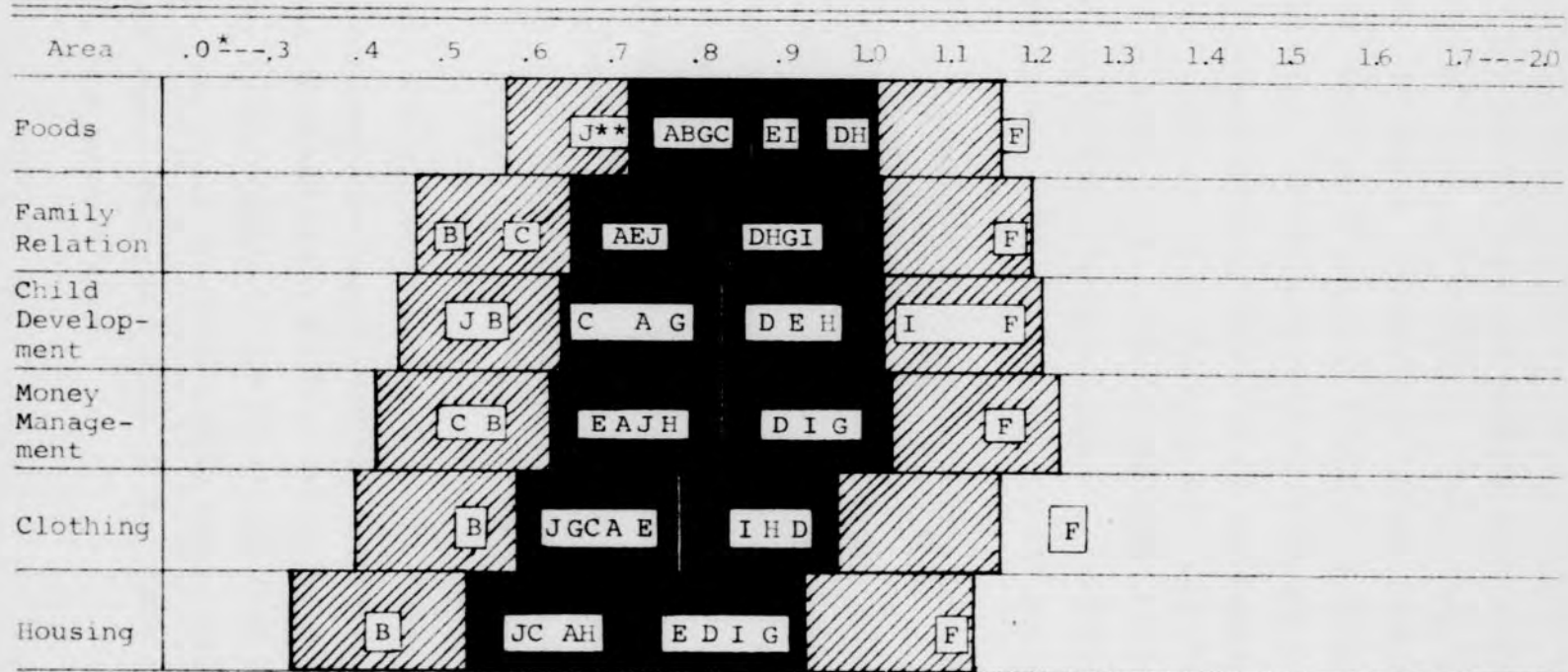
Comparison of Schools

Mean responses for the ten schools were plotted in Figure 1. Identification of schools in which students' responses deviated from students' responses in other schools with respect to interest in the various areas was thus facilitated. When the mean from a school was on the negative side of the mean of the area, it indicated that the interest was lower than other schools. When the mean from a school was on the positive side, the interest was higher than other schools.

In order to show the dispersion of the means, the three standard deviations within each area were indicated. The range of means from all schools in all areas was .72 to .86. The means of the weighted responses from schools A, E, D, H, and G were within the first standard deviation in all areas indicating their responses were more alike than those from other schools. The mean of weighted responses of school I was within the first standard deviation in all areas except child development where it was within the second standard deviation from the mean and was on the positive side. Responses of students in school B were in the second standard deviation on the negative side in five areas and in the first standard deviation in the other area. Students in school J responded nearly the same as the majority of the students except in the areas of foods and child development in which the means of their responses

Figure 1

DISTRIBUTION OF RESPONSES OF THE VARIOUS SCHOOLS IN STANDARD DEVIATION DISTANCES FROM THE MEAN OF EACH AREA



*Scale determined by values given responses

**Letters represent the schools (Appendix E)

■ first standard deviation
 ▨ second standard deviation

were in the second standard deviation on the negative side. Responses of students in school C show they differed in the areas of family relations and money management because the means fell in the second standard deviation and on the negative side. Students in school F varied more from any of the other schools in that all of the means of their responses indicated more interest and need for the content of the items on the inventory. Schools which indicate a high or low interest in the content of the items in one area are likely to be high or low in all areas.

Ranked Means of Responses for Each Item Within Each Area

The items have been listed in the next six tables in decreasing order of the most need or most interest as was indicated by the means of the responses. The only items listed were those that had a mean above .76 which is minus one standard deviation from .81, the overall mean. Those below .76 are in Appendix F. Items with a mean of 1.0 or above are considered to be a need of the eighth grade girls.

Foods

The ten highest ranking items in Table 2 were concerned with personal appearance and understanding of foods. The other eighteen items in this table, with the exception of three, were concerned with skills in food preparation and serving. Two items in foods ranked higher than any item in any other area. Fifty per cent of the items ranked higher than .81, the overall mean.

TABLE 2

ITEMS IN THE AREA OF FOODS RANKED ACCORDING TO THE MEAN OF
THE WEIGHTED RESPONSES

Rank	No.	Item	Mean
1.	1	How to prepare nutritious snacks	1.46
2.	6	What foods will help to improve my complexion	1.42
3.	28	How to avoid last minute preparations when you have company	1.37
4.	41	How to prevent peaches, pears, apples, and bananas from turning brown when peeled	1.34
5.	34	How to make a one-dish meal	1.26
6.	30	How to keep vitamins and minerals in vegetables	1.24
7.	2	What are some easy, nutritious snacks	1.23
8.	8	What foods are harmful to my complexion	1.21
9.	38	How to prepare an "outdoor meal"	1.17
10.	27	What foods are good served together	1.16
11.	36	How to broil hamburger	1.14
12.	31	How to make pudding from a mix	1.13
13.	20	How to cool and store cupcakes and cookies	1.10
14.	39	How to cook in aluminum foil	1.08
15.	4	What foods will make me lose weight	1.07
16.	9	How many "sweets" do I need	1.02
17.	37	How to cook frozen vegetables	1.01
18.	45	How to make cupcakes	1.01
19.	43	How I know a "good buy" in the grocery store	1.00
20.	26	How to serve food to the "gang" when they come over	1.00
21.	3	How to serve food so that it is attractive	.97
22.	40	How to prepare food for picnics the day before and store it in the refrigerator	.97
23.	16	How to understand recipes	.94
24.	22	How to prevent fires in the kitchen	.88
25.	33	How to make a salad	.87
26.	18	How to make a cake	.85
27.	32	How to make a cake from a mix	.81
28.	44	How to select food in the lunchroom	.78

Mean of all responses in all areas .81

The top ranking items in this area revealed the conflict within some of the girls about the expectations of themselves personally and expectations by adults (Table 3). Eleven items indicated a need to understand self and the members of the family. Sixty per cent of the items were higher than .81.

Child Care and Development

The items which indicated an understanding of the development of the child were the highest ranking ones (Table 4). All the other items were problems encountered in baby sitting in which the girls felt less confident to use their judgment. The item concerned with how to teach quiet games to young children was ranked lower than the item on the types of games that are good for children of various ages. Fifty-two per cent of the items were higher than .81, the overall mean.

Money Management

Information in Table 5 indicated that the items which received the highest scores pointed to the problem of consumer education and also to the need to understand the difference between wants and needs. The items with the next highest scores indicated a need for some understanding of the purpose of money. The findings in this area pointed out the need and problems involved in students' gaining some

TABLE 3

ITEMS IN THE AREA OF FAMILY RELATIONSHIPS RANKED ACCORDING
TO THE MEAN OF THE WEIGHTED RESPONSES

Rank	No.	Item	Mean
1.	103	What to do when I want to take the "easy" way out of a situation	1.14
2.	101	What to do when "I know I should, but I don't feel like it" is my feeling about something	1.14
3.	92	How can I help older people adjust to modern family life	1.13
4.	102	What to do when I lose my temper	1.12
5.	84	Understanding why I act as I do	1.08
6.	108	How to gain the confidence of parents so that they will not feel the need to pry into my affairs	1.06
7.	87	What contributions to easier family living can I make	1.04
8.	113	Ways I can improve myself	1.01
9.	89	How to take suggestions and criticisms	.99
10.	82	How to understand family members	.99
11.	88	What are my best personality traits	.98
12.	112	Why do some people bite finger nails or play with hair	.91
13.	110	Why I feel like saying "Leave me alone" or "Don't bother me" to my parents	.91
14.	90	How can annoying things that brothers and sisters do be avoided or settled	.91
15.	81	How to solve the problems involved in sharing a room	.89
16.	111	Why am I sometimes jealous of others	.89
17.	83	How to get along with family members	.86
18.	93	Understanding the problems that result because girls usually "grow up" faster than boys	.84
19.	98	How does home help my personality develop	.84
20.	97	How can I help my family have fun together	.81
21.	85	Why I am sometimes very sad	.77

Mean of all responses in all areas .81

TABLE 4

ITEMS IN THE AREA OF CHILD DEVELOPMENT RANKED ACCORDING TO
THE MEAN OF THE WEIGHTED RESPONSES

Rank	No.	Item	Mean
1.	145	Why does a child bite people	1.21
2.	144	Can a child understand me before he can talk	1.15
3.	146	What should one do when a child bites a person	1.03
4.	147	How to prevent accidents that happen to children	1.02
5.	131	What games are good for children of various ages	1.00
6.	142	Why do children like to look at the same pictures or hear the same stories over and over	.97
7.	138	Understanding why some children are shy around strangers	.97
8.	140	How much bed covering does a child need	.97
9.	139	Should a child be awakened to change his diaper	.93
10.	143	Why do some children need a toy or blanket with them when they go to sleep	.85
11.	137	Understanding what age a child can feed himself	.84
12.	129	How to teach quiet games to young children	.77

Mean of all responses in all areas .81

independence from their parents. The need for adult skills was brought to the surface when the girls faced the problems involved in using the money they received. Fifty-seven per cent of the items were higher than the mean of all responses in all areas.

Clothing and Grooming

Table 6 revealed that garment construction rated highest in this area. The items concerned with personal

TABLE 5

ITEMS IN THE AREA OF MONEY MANAGEMENT RANKED ACCORDING TO
THE MEAN OF THE WEIGHTED RESPONSES

Rank	No.	Item	Mean
1.	125	How will I know if beauty aids are "good buys"	1.22
2.	121	How can I be content with what I have and not want to buy everything I see	1.15
3.	120	Should I ask parents for money for unexpected expenses	.92
4.	124	How can my work at home make the family have more money	.91
5.	127	Is there a plan I can use for spending my money	.87
6.	116	Should I spend the money I earn the way I want	.84
7.	123	How should an allowance be spent	.79
8.	122	Should every girl have an allowance	.78
9.	115	Ways I can earn money	.78
10.	114	How can I best use my spare time	.78
11.	119	Should I borrow money from other people to buy something I want	.76

Mean of all responses in all areas .81

appearance ranked higher than items about care of clothing. The first and the twelfth items concerned clothing construction; knowing how to make a skirt was of more interest than learning how to thread a sewing machine. The top four items in clothing ranked higher than any item in the other areas except foods. Thirty-nine per cent of the items in this area were above the mean of the responses in all areas.

TABLE 6

ITEMS IN THE AREA OF CLOTHING AND GROOMING RANKED ACCORDING
TO THE MEAN OF THE WEIGHTED RESPONSES

Rank	No.	Item	Mean
1.	48	How to make a skirt	1.37
2.	51	What makes some materials last longer than others	1.30
3.	49	What fabrics are best to use to make my first garment	1.22
4.	96	How can pimples and black-and-whiteheads be controlled	1.14
5.	50	What colors will make me appear larger	1.11
6.	65	How to prevent or control dandruff	1.07
7.	95	Understanding what causes pimples and black-and-whiteheads	.99
8.	54	What types of fabrics are best for school clothes	.93
9.	56	How to combine clothes that go together	.88
10.	59	How to iron clothes the quickest and easiest way	.78
11.	64	How to avoid using the bathroom longer than necessary	.76
12.	46	How to thread a sewing machine	.76

Mean of all responses in all areas .81

Housing

Table 7 showed that the highest ranking item indicated that these girls needed a better place in which to study in their homes. The girls' need for help in storage exceeded a need for help in decorating. Storing cleaning equipment to prevent accidents and fires was the only safety item which appeared to be a concern. Forty-three per cent of the items in this area were higher than the mean of responses in all areas.

TABLE 7

ITEMS IN THE AREA OF HOUSING RANKED ACCORDING TO THE
MEAN OF THE WEIGHTED RESPONSES

Rank	No.	Item	Mean
1.	77	How can a center for study be arranged at home	1.10
2.	69	What effect does decorating and storage have on the amount and ease of housekeeping	.96
3.	73	Which articles should be placed together in a closet	.95
4.	71	What articles can be made that add to the attractiveness of a room	.94
5.	67	How can I store beauty aids so that I can find what I want	.94
6.	72	How can closets best be arranged	.85
7.	70	How to store cleaning equipment to prevent accidents and fires	.81
8.	76	How can drawers be made easier to store in	.81
9.	74	What articles should be stored in a closet so that they can be easily seen and reached	.77

Mean of all responses in all areas .81

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was undertaken to develop and to administer an inventory which would ascertain the recognized homemaking problems and interests of eighth grade girls enrolled in white and Negro schools in Duplin and Wayne counties in North Carolina during the 1964-1965 school year. The content of the items in which the girls showed the most interests and problems was to be used as an implication for eighth grade homemaking curriculum.

One hundred and forty-nine eighth grade girls in ten schools selected at random responded to the inventory which included six homemaking areas. The inventory was developed by selecting content for the items from curriculum guides from other states, home economics text books, pamphlets, and 4-H Club manuals designed for this age group. After the inventory was pretested, changes were made for easier responding. The interest in and the need for the content on the final inventory was determined by the students' responses to a three point scale which read as follows:

A. Wish I had some help on this; B. Somewhat of a problem; and C. Know a lot about this. The letters A, B, and C were

assigned numerical values of 2, 1, and 0, respectively, so that a mean value for each item could be computed.

The means of all responses for each item were plotted on the scale from 0 to 2. Only forty-three of the one hundred forty-eight items had a mean value over 1.0, the number which was accepted as indicating there is some problem. Over two-thirds of the items did not seem to express recognized needs or interests of the girls. Of the forty-three items having a mean value above 1.0, one-half of them were in the area of foods, eight were in family relationships, five in child development, six were in clothing and two each in money management, and housing. Assuming that these items encompass the usual home economics curriculum, it may be that eighth grade students are not ready for home economics and that it should be taught at a higher grade level.

Several topics in each area ranked high enough to be included without question in the eighth grade curriculum. In the area of foods, nutrition as related to personal appearance, understandings of foods, and some skills in food preparation were indicated to be of interest and to be problems of the girls. Problems in understanding self and the members of the family were evident in the family relations area. Understanding the development of the child rather than child care was a problem and of interest in the child development area. Students indicated a need for

consumer education in the money management area. Although help with personal appearance was indicated to be a need, the students indicated a greater interest in garment construction in the clothing and grooming area. In the housing area, the girls responded that storage was a problem in their homes.

After means of responses for each item were found, a mean of responses for each area was computed to give an indication of interest ranking. The data revealed that greatest interests was expressed in the foods area; however, no mean of any area was as high as the numerical value given "B. Somewhat of a problem." The decreasing order of interests expressed by the sample for the other areas was family relationships, child development, money management, clothing, and housing. As a matter of fact, the students expressed a very low interest in housing. With the exception of housing, the mean responses for all areas were similar indicating that data revealed that needs and interests for the areas were approximately equal and that no one area should be emphasized over another.

Within all six areas, the responses of the students in six schools were quite similar. Responses from one school were much lower in every area than the others, whereas, the responses from one school was much higher in every area. The responses from two schools showed a varied interest among the areas, lower in some areas but like the

majority of responses in the other areas.

Conclusions

1. According to the inventory utilized in this study, eighth grade girls do not recognize as problems much of the material which is currently being recommended for the eighth grade home economics curriculum. There was no area in which the mean of the responses indicated high interest or that the students recognized many needs.
2. There is some indication that eighth grade girls are not ready for home economics and that it, therefore, should be taught at a higher grade level.

Recommendations

From the findings of this study, it is recommended:

1. That another inventory be constructed using more inclusive content to determine homemaking interests and problems of eighth grade students.
2. That scores on an achievement test be compared with scores on this inventory to learn the relationship between recognized and measured needs.

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This is not a test. It is a test of your ability to read and understand the instructions. It is a test of your ability to read and understand the instructions. It is a test of your ability to read and understand the instructions.

Read the instructions and circle the responses that correspond to the way you feel about each item. Circle only one response for each item. The responses are numbered as follows:

1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much

On a scale of 1 to 5, circle the way you feel about each item. Circle only one response for each item. The responses are numbered as follows:

1. How do you feel about the way you are feeling?..... 1 2 3 4 5
2. How do you feel about the way you are feeling?..... 1 2 3 4 5
3. How do you feel about the way you are feeling?..... 1 2 3 4 5
4. How do you feel about the way you are feeling?..... 1 2 3 4 5
5. How do you feel about the way you are feeling?..... 1 2 3 4 5
6. How do you feel about the way you are feeling?..... 1 2 3 4 5
7. How do you feel about the way you are feeling?..... 1 2 3 4 5
8. How do you feel about the way you are feeling?..... 1 2 3 4 5
9. How do you feel about the way you are feeling?..... 1 2 3 4 5
10. How do you feel about the way you are feeling?..... 1 2 3 4 5
11. How do you feel about the way you are feeling?..... 1 2 3 4 5
12. How do you feel about the way you are feeling?..... 1 2 3 4 5
13. How do you feel about the way you are feeling?..... 1 2 3 4 5
14. How do you feel about the way you are feeling?..... 1 2 3 4 5
15. How do you feel about the way you are feeling?..... 1 2 3 4 5

APPENDIX A

INVENTORY

How do you feel about the way you are feeling?..... 1 2 3 4 5

SCHOOL _____ COUNTY _____ AGE _____

This is not a test. There are no "right" or "wrong" answers. Do not even put your name on this paper.

Read the items and circle the response that expresses the way you feel about each item. Circle only one response for each item. The responses are coded as below:

- A Wish I had some help on this
B Somewhat of a problem
C Know a lot about this

Go ahead, be honest, circle the way you feel about each item. We won't know who circled what. However, BE SURE TO CIRCLE ONE FOR EACH ITEM.

1. How to prepare nutritious snacks..... A B C
2. What are some easy, nutritious snacks..... A B C
3. How to serve food so that it is attractive..... A B C
4. What foods will make me lose weight..... A B C
5. What foods will make me gain weight..... A B C
6. What foods will help to improve my complexion.. A B C
7. What foods do I need every day..... A B C
8. What foods are harmful to my complexion..... A B C
9. How many "sweets" do I need..... A B C
10. How to remove an egg from the shell..... A B C
11. How to beat egg whites..... A B C
12. How to separate an egg white from yolk..... A B C
13. How to fry an egg..... A B C
14. How to scramble an egg..... A B C
15. How to cook eggs in the shell..... A B C

STOP! DON'T TURN THE PAGE. HAVE YOU CIRCLED ONE RESPONSE FOR EACH ITEM? O.K. CONTINUE.

- A Wish I had some help on this
B Somewhat of a problem
C Know a lot about this

16. How to understand recipes..... A B C
17. How to use and care for a stove..... A B C
18. How to make a cake..... A B C
19. How to tell if a cake is done..... A B C
20. How to cool and store cup cakes and cookies.... A B C
21. How to remove lids from hot pots..... A B C
22. How to prevent fires in the kitchen..... A B C
23. How to handle a hot baking dish or pan..... A B C
24. How to open a can safely..... A B C
25. How to wash dishes the quickest and easiest way A B C
26. How to serve food to the "gang" when they come
over..... A B C
27. What foods are good served together..... A B C
28. How to avoid last minute preparations when
you have company..... A B C
29. Why washing hands is so important when working
in the kitchen..... A B C
30. How to keep vitamins and minerals in vegetables A B C
31. How to make pudding from a mix..... A B C
32. How to make a cake from a mix..... A B C
33. How to make a salad..... A B C
34. How to make a one-dish meal..... A B C
35. How to cook vegetables on top of the stove..... A B C

IT HASN'T BEEN SO BAD, HAS IT? TAKE TIME TO CIRCLE
 ONE RESPONSE ON EACH ITEM. YOU'VE GOT IT
 NOW!

- A Wish I had some help on this
B Somewhat of a problem
C Know a lot about this

36. How to broil hamburger..... A B C
37. How to cook frozen vegetables..... A B C
38. How to prepare an "outdoor meal"..... A B C
39. How to cook in aluminum foil..... A B C
40. How to prepare food for picnics the day before
and store it in the refrigerator..... A B C
41. How to prevent peaches, pears, apples, and
bananas from turning brown when peeled..... A B C
42. How to set a table attractively..... A B C
43. How I know a "good buy" in the grocery store... A B C
44. How to select food in the lunchroom..... A B C
45. How to make cupcakes..... A B C
46. How to thread a sewing machine..... A B C
47. How to sew on cloth..... A B C
48. How to make a skirt..... A B C
49. What fabrics are best to use to make my
first garment..... A B C
50. What colors will make me appear larger or
smaller..... A B C
51. What makes some materials last longer than
others..... A B C
52. What types of clothes are for school..... A B C
53. What types of clothes are for church..... A B C
54. What types of fabrics are best for school
clothes..... A B C

YOU'RE WELL ON YOUR WAY NOW!! REMEMBER - CIRCLE
ONLY ONE RESPONSE FOR EACH ITEM.

A Wish I had some help on this
B Somewhat of a problem
C Know a lot about this

55. What colors go together..... A B C
56. How to combine clothes that go together..... A B C
57. How to wash a sweater..... A B C
58. How to keep clothes neat in appearance..... A B C
59. How to iron clothes the quickest and easiest
way..... A B C
60. How often should underclothing be changed..... A B C
61. How good health can help you be pretty..... A B C
62. What daily and weekly grooming is necessary.... A B C
63. How to file, trim and clean finger and
toe nails..... A B C
64. How to avoid using the bathroom longer
than necessary..... A B C
65. How to prevent or control dandruff..... A B C
66. How often to shampoo my hair..... A B C
67. How can I store beauty aids so that I can
find what I want..... A B C
68. What personal habits and routines are helpful
in keeping a room clean..... A B C
69. What effect does decorating and storage have
on the amount and ease of housekeeping..... A B C
70. How to store cleaning equipment to prevent
accidents and fires..... A B C
71. What articles can be made that add to the
attractiveness of a room..... A B C
72. How can closets best be arranged..... A B C

PROGRESS CHART. HOW ARE YOU DOING? TAKE HEART,
 YOU ARE NOW MORE THAN HALF THROUGH.

A Wish I had some help on this
B Somewhat of a problem
C Know a lot about this

55. What colors go together..... A B C
56. How to combine clothes that go together..... A B C
57. How to wash a sweater..... A B C
58. How to keep clothes neat in appearance..... A B C
59. How to iron clothes the quickest and easiest
way..... A B C
60. How often should underclothing be changed..... A B C
61. How good health can help you be pretty..... A B C
62. What daily and weekly grooming is necessary.... A B C
63. How to file, trim and clean finger and
toe nails..... A B C
64. How to avoid using the bathroom longer
than necessary..... A B C
65. How to prevent or control dandruff..... A B C
66. How often to shampoo my hair..... A B C
67. How can I store beauty aids so that I can
find what I want..... A B C
68. What personal habits and routines are helpful
in keeping a room clean..... A B C
69. What effect does decorating and storage have
on the amount and ease of housekeeping..... A B C
70. How to store cleaning equipment to prevent
accidents and fires..... A B C
71. What articles can be made that add to the
attractiveness of a room..... A B C
72. How can closets best be arranged..... A B C

PROGRESS CHART. HOW ARE YOU DOING? TAKE HEART,
 YOU ARE NOW MORE THAN HALF THROUGH.

- A Wish I had some help on this
- B Somewhat of a problem
- C Know a lot about this

- 73. Which articles should be placed together in a closet..... A B C
- 74. What articles should be stored in a closet so that they can be easily seen and reached.. A B C
- 75. What is the best way to store study books and supplies..... A B C
- 76. How can drawers be made easier to store in..... A B C
- 77. How can a center for study be arranged at home. A B C
- 78. How to keep an attractive, orderly room..... A B C
- 79. How to make up beds quickly..... A B C
- 80. How often does a room need cleaning..... A B C
- 81. How to solve the problems involved in sharing a room..... A B C
- 82. How to understand family members..... A B C
- 83. How to get along with family members..... A B C
- 84. Understanding why I act as I do..... A B C
- 85. Why I am sometimes very sad..... A B C
- 86. What duties are part of my responsibilities as a family member..... A B C
- 87. What contributions to easier family living can I make..... A B C
- 88. What are my best personality traits..... A B C
- 89. How to take suggestions and criticisms..... A B C
- 90. How can annoying things, that brothers and sisters do, be avoided or settled..... A B C
- 91. What courtesies should I show to older people.. A B C

COULDN'T GET ALL THE ITEMS ON THIS PAGE BUT NOT
MANY MORE.

- A Wish I had some help on this
B Somewhat of a problem
C Know a lot about this

92. How can I help older people adjust to modern family life..... A B C
93. Understanding the problems that result because girls usually "grow up" faster than boys..... A B C
94. Understanding what body changes are normal and natural at my age..... A B C
95. Understanding what causes pimples and black-and-whiteheads..... A B C
96. How can pimples and black-and-whiteheads be controlled..... A B C
97. How can I help my family have fun together..... A B C
98. How does home help my personality develop..... A B C
99. What courtesies should I show to family members A B C
100. What courtesies should I show to teachers and classmates..... A B C
101. What to do when "I know I should, but I don't feel like it" is my feeling about something.. A B C
102. What to do when I lose my temper..... A B C
103. What to do when I want to take the "easy" way out of a situation..... A B C
104. How to introduce one person to another..... A B C
105. How to understand why I do not grow and develop the same as my friends..... A B C
106. How to be pleasant while talking on the phone.. A B C
107. How to be comfortable when I am a guest at the home of a friend..... A B C
108. How to gain the confidence of parents so they will not feel the need to pry into my affairs A B C

HEY! TAKE TIME FOR A BREATHER,
 YOU ARE NEARLY THROUGH.

- A Wish I had some help on this
B Somewhat of a problem
C Know a lot about this

109. Why I do not want to be alone sometimes..... A B C
110. Why I feel like saying "Leave me alone" or
 "Don't bother me" to my parents..... A B C
111. Why am I sometimes jealous of others..... A B C
112. Why do some people bite finger nails or
 play with hair..... A B C
113. Ways I can improve myself..... A B C
114. How can I best use my spare time..... A B C
115. Ways I can earn money..... A B C
116. Should I spend the money I earn the way I
 want to..... A B C
117. Should I spend part of my earnings for
 school expenses..... A B C
118. Should I have a plan for spending my money..... A B C
119. Should I borrow money from other people to
 buy something I want..... A B C
120. Should I ask parents for money for unexpected
 expenses..... A B C
121. How can I be content with what I have and
 not want to buy everything I see..... A B C
122. Should every girl have an allowance..... A B C
123. How should an allowance be spent..... A B C
124. How can my work at home make the family have
 more money..... A B C
125. How will I know if beauty aids are "good buys". A B C
126. Should I save part of the money I earn..... A B C
127. Is there a plan I can use for spending my money A B C

REMEMBER - CIRCLE ONLY ONE RESPONSE FOR EACH ITEM.

- A Wish I had some help on this
B Somewhat of a problem
C Know a lot about this

128. What is expected of me when I baby-sit..... A B C
129. How to teach quiet games to young children..... A B C
130. How to teach action games to young children.... A B C
131. What games are good for children of
various ages..... A B C
132. How to tell a story so that it will be
interesting to a child..... A B C
133. What objects around the house are safe for
children to play with..... A B C
134. What types of T.V. programs should a small
child be allowed to watch..... A B C
135. What types of phonograph records are of
interest to children..... A B C
136. How to teach children ways to avoid danger,
(crossing streets, climbing, etc.)..... A B C
137. Understanding at what age a child can
feed himself..... A B C
138. Understanding why some children are shy
around strangers..... A B C
139. Should a child be awakened to change his
diaper..... A B C
140. How much bed covering does a child need..... A B C
141. What types of play toys are best for children.. A B C
142. Why do children like to look at the same
pictures or hear the same stories over
and over..... A B C
143. Why do some children need a toy or blanket
with them when they go to sleep..... A B C

THERE'S ONLY ONE MORE PAGE TO COME NOW! CHEER UP!

- A Wish I had some help on this
B Somewhat of a problem
C Know a lot about this

144. Can a child understand me before he can talk... A B C
145. Why does a child bite people..... A B C
146. What should one do when a child bites a person. A B C
147. How to prevent accidents that happen to
children..... A B C
148. What I am supposed to do when I sit with a
baby..... A B C

CONGRATULATIONS! YOU'VE FINISHED. NOW DO ME ONE MORE
FAVOR, PLEASE. CHECK TO SEE THAT ONE RESPONSE
WAS CIRCLED FOR EACH ITEM ON EVERY PAGE.

LETTER TO PRINCIPALS

Dear
Principal
School

Dear Principal,
School
Address

Dear Mr. [Name],

Your school has been chosen to participate in a special project which is designed to help students develop their leadership abilities. This project is a part of a larger effort to improve the quality of education in our schools. We are very pleased to have your school selected to participate in this project.

APPENDIX B

LETTER TO PRINCIPALS

The purpose of this letter is to inform you of the project and to request your cooperation. The project is designed to help students develop their leadership abilities. This project is a part of a larger effort to improve the quality of education in our schools. We are very pleased to have your school selected to participate in this project.

I hope you will allow us to collect this data. We are very pleased to have your school selected to participate in this project. We are very pleased to have your school selected to participate in this project.

Thank you for your cooperation. We are very pleased to have your school selected to participate in this project. We are very pleased to have your school selected to participate in this project.

Sincerely yours,

John H. [Name]

LETTER TO PRINCIPALS

Town
Address
Date

Name, Principal
School
Address

Dear Mr. _____:

Your school has been chosen at random to participate in some research in connection with curriculum development in home economics for eighth grade girls. Mr. (name of superintendent of schools) gave me permission to contact you.

The section of eighth grade girls taught by (name of teacher) has been chosen at random to fill out an inventory which should take no more than thirty minutes to complete. The questions pertain to units taught in home economics but there is no need to tell the students anything other than it will help me complete the requirements for a Master of Science Degree from the University of North Carolina at Greensboro.

I hope you will allow me to collect this data before November 20. For convenience I have selected a date and time I could administer the inventory. If this date and time is not convenient, please indicate when would be better for your school.

Enclosed is a self addressed postal card for your use in confirming or rejecting the date. I am looking forward to hearing from you.

Sincerely yours,

(Mrs.) Mary H. Denning

CONTENT OF POSTAL CARD

The head of the school (will) will not be able to
participate in filling out the inventory of
October _____, 1964 at 10:00 A. M.

The following date and time would be more convenient.
October _____, 1964, at _____ A. M. or _____ P. M.

APPENDIX C

CONTENT OF POSTAL CARD

CONTENT OF POSTAL CARD

The (name of the school) (will) (will not) be able to participate in filling out the inventory on November _____, 1964 at 10:00 A. M.

The following date and time would be more convenient. November _____, 1964, at ____ A. M., or ____ P. M.

(principal's name typed)

CALL, ANSWERED AS REQUESTED

Good morning. I'm Mary Lou Manning from Warren.
I'm so happy to be back this morning. This isn't a test.
There will not be any "right" or "wrong" answers. I want
this information in order for us better to understand
which girls girls. I will give the first girl a gift
and send invitations to be given back into the room.
Does everyone have a paper?

I'm going to ask you to write down the first
fill out the following information and explain it.

APPENDIX D

ORAL DIRECTIONS TO STUDENTS

And the first question is: "What is the right of each?" You will respond to each of these
what your responses would be. Write at the top of the page
where the responses are asked in the column. A. Write
as "What I had some help on this." B. Write as "I learned
of a problem." C. Write as "How I feel about this." You
will circle a letter at the end of the column indicating
your response. In other words, if you circle C or any
else, it means you "don't know about this" item. If you
circle B for any item, it means it is "important to a
problem." If you circle A for an item, it means "What I
had some help on this." The column for A, B, and C is at
each page for your reference. All these are optional.
You should be able to follow the directions and write what I have said.

ORAL DIRECTIONS TO STUDENTS

Good morning. I'm Mary Lou Denning from Warsaw. I'm so happy to be here this morning. This isn't a test. There will not be any "right" or "wrong" answers. I need this information in order for us better to understand eighth grade girls. I will give the first girl in each row some inventories to be passed back into the room. Does everyone have a paper?

I'm going to ask some one to explain again how to fill out the inventory when I have finished explaining it. Read the items or sentences and indicate in the space at the right of each item your response. In order to tell what your response would be, look at the top of the page where the responses are coded in this manner: A. refers to "Wish I had some help on this"; B. refers to "Somewhat of a problem"; C. refers to "Know a lot about this." You will circle a letter at the end of the item that indicates your response. In other words, if you circle C or any item, it means you "Know a lot about this" item. If you circle B for any item, it means it is "Somewhat of a problem." If you circle A for an item, it means "Wish I had some help on this." The coding for A, B, and C is on each page for your easy reference. Are there any questions? Now, could we have a volunteer to explain what I have said

about how the coding is interpreted?

It is important for you to stop and think carefully before giving your reply. The items have been listed on the paper in order to save you time and also to prevent writer's cramp.

SCHOOLS IN THE SAMPLE

Rank	Name of School	No. of Pupils	Rank	County
1	Durley	15	10	Wayne
2	C. W. Whitcomb	25	11	Duplin
3	V. H. Williams	17	12	Duplin
4	E. E. Smith	13	13	Duplin
5	Hammond	10	14	Duplin
6	Davidson	10	15	Wayne
7	Clippes	10	16	Duplin
8	Parke	10	17	Wayne
9	Hammond	10	18	Wayne
10	Hammond	10	19	Wayne

APPENDIX E

SCHOOLS IN THE SAMPLE

SCHOOLS IN THE SAMPLE

<u>Code</u>	<u>Name of School</u>	<u>No. of Students</u>	<u>Race</u>	<u>County</u>
A	Dudley	16	Negro	Wayne
B	C. W. Dobbins	16	Negro	Duplin
C	P. E. Williams	16	Negro	Duplin
D	E. E. Smith	15	Negro	Duplin
E	Kenansville	18	White	Duplin
F	Seven Springs	16	White	Wayne
G	Calypso	16	White	Duplin
H	Eureka	13	White	Wayne
I	Nahunta	13	White	Wayne
J	Greenwood	10	White	Wayne
Total		<hr/> 149		

1960-1961 Survey of the ... and ... to ...

Table 10. ...

1. ... 71
2. ... 71
3. ... 71
4. ... 71

5. ... 71

6. ... 71

7. ... 71

8. ... 71

9. ... 71

10. ... 71

11. ... 71

12. ... 71

13. ... 71

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15. ... 71

16. ... 71

17. ... 71

18. ... 71

19. ... 71

20. ... 71

21. ... 71

22. ... 71

23. ... 71

24. ... 71

25. ... 71

26. ... 71

27. ... 71

28. ... 71

29. ... 71

30. ... 71

31. ... 71

32. ... 71

33. ... 71

34. ... 71

35. ... 71

36. ... 71

37. ... 71

38. ... 71

39. ... 71

40. ... 71

APPENDIX F

ITEMS IN ALL AREAS IN WHICH THE MEAN
WAS LESS THAN .76 ACCORDING TO THE
MEAN OF THE WEIGHTED RESPONSES

41. ... 71

42. ... 71

43. ... 71

44. ... 71

45. ... 71

46. ... 71

47. ... 71

48. ... 71

49. ... 71

50. ... 71

51. ... 71

52. ... 71

53. ... 71

54. ... 71

55. ... 71

56. ... 71

57. ... 71

58. ... 71

59. ... 71

60. ... 71

61. ... 71

ITEMS IN ALL AREAS IN WHICH THE MEAN WAS LESS THAN .76
ACCORDING TO THE MEAN OF THE WEIGHTED RESPONSES

Item No.	Foods Area	Mean
5	What foods will make me gain weight	.73
19	How to tell if a cake is done	.71
7	What foods do I need every day	.69
25	How to wash dishes the quickest and easiest way	.67
35	How to cook vegetables on top of the stove	.67
42	How to set a table attractively	.65
17	How to use and care for a stove	.59
24	How to open a can safely	.53
15	How to cook eggs in the shell	.48
12	How to separate an egg white from yolk	.42
10	How to remove an egg from the shell	.40
11	How to beat egg whites	.38
23	How to handle a hot baking dish or pan	.38
21	How to remove lids from hot pots	.36
13	How to fry an egg	.30
14	How to scramble an egg	.22
29	Why washing hands is so important when working in the kitchen	.16

Family Relations Area

99	What courtesies should I show to family members	.74
109	Why I do not want to be alone sometimes	.73
107	How to be comfortable when I am a guest at the home of a friend	.72
105	How to understand why I do not grow and develop the same as my friends	.65
100	What courtesies should I show to teachers and classmates	.53
106	How to be pleasant while talking on the phone	.51
94	Understand what body changes are normal and natural at my age	.51
86	What duties are part of my responsibilities as a family member	.44
91	What courtesies should I show to older people	.42
104	How to introduce one person to another	.30

Item No.	Child Development Area	Mean
130	How to teach action games to young children	.72
132	How to tell a story so that it will be interesting to a child	.71
148	What I am supposed to do when I sit with a baby	.71
128	What is expected of me when I baby sit	.69
136	How to teach children ways to avoid danger, (crossing streets, climbing, etc.)	.66
135	What types of phonograph records are of interest to children	.63
141	What types of play toys are best for children	.53
134	What types of T. V. programs should a small child be allowed to watch	.50
133	What objects around the house are safe for children to play with	.42

Money Management Area

118	Should I have a plan for spending my money	.64
126	Should I save part of the money I earn	.55
117	Should I spend part of my earnings for school expenses	.54

Clothing and Grooming Area

57	How to wash a sweater	.72
47	How to sew on cloth	.69
61	How good health can help you be pretty	.67
63	How to file, trim and clean finger and toe nails	.61
62	What daily and weekly grooming is necessary	.58
52	What types of clothes are for school	.55
55	What colors go together	.49
58	How to keep clothes neat in appearance	.44
66	How often to shampoo my hair	.40
53	What types of clothes are for church	.35
60	How often should underclothing be changed	.14

Appendix F--Continued

Item No.	Housing Area	Mean
75	What is the best way to store study books and supplies	.73
68	What personal habits and routines are helpful in keeping a room clean	.65
78	How to keep an attractive, orderly room	.59
79	How to make up beds quickly	.39
80	How often does a room need cleaning	.37